

Developing character, inspiring hope



Saint Stephen's College
Experiences Programme

**ACADEMIC COURSE
HANDBOOK**

Year 9 in 2012

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This booklet has been produced to assist you in making informed choices of subjects offered in Year 9 at Saint Stephen’s College. This information is also available on the College website.

YEAR 9 CURRICULUM

General Information for Years 9 and 10 Course Selection

The curriculum offered in Years 7 and 8 (Connections Programme) provides opportunity for students to access a wide range of subjects, spanning the nationally recognised Key Learning Areas (KLAs) of English, LOTE (Languages other than English), Humanities, the Arts, Mathematics, Science, Technology and Physical Education.

Curriculum design centres on the spirit of investigation with students being introduced to new and exciting subject offerings, as well as new academic routines. By comparison, in Years 9 and 10 (Experiences Programme), students undertake more intensive studies across a range of options, whilst still offering some opportunity to both specialise and diversify. Subjects in English, Mathematics, Science, Humanities and Physical Education are considered essential and will be undertaken by **all** students. As well, there is opportunity for students to select from a suite of electives. Individual student's academic strengths and personal interests may significantly influence subject selection decisions.

The subjects offered are grouped under three (3) categories:

- Core
- Additional
- Elective

Core and *Additional* subjects are studied by all students, and each student must choose three (3) *elective* subjects per semester. Specific information on each subject is contained in this handbook.

Core Subjects

The Core subjects consist of:

- English
- Health and Physical Education
- Humanities
- Mathematics
- Science

Each subject is studied for four (4) periods per week, except for Physical Education which is studied for two (2) periods per week. Students who successfully complete the Years 9 and 10 Core subjects will have a sound base upon which to progress to Years 11 and 12 subjects demanded for entry into virtually all professional courses.

Additional Subjects

In addition to the *Core* and *Elective* subjects described above, all students in Year 9 will take part in *Additional* subjects/activities as listed below:

- | | |
|---------------------------------------|--------------------------------|
| • Assembly | Rotational |
| • Chapel | One period per week |
| • Habits of Mind (HOM) | One period per week |
| • Pastoral Care Period (PCP) | One period per week |
| • Sport | Two periods per week |
| • Tutor Group | 10 minute session each morning |
| • Year Level and House Group Meetings | One period per week |

THE SUBJECT SELECTION PROCESS

Elective Subjects

The 'Elective' subjects provide opportunity for students to broaden their interests within the key learning areas of the Arts, LOTE (Languages other than English), and Technology.

Elective subjects offered in **Year 9 in 2012** include:

Subject	Key Learning Area (KLA)
Business Technology	Technology
Drama	The Arts
Graphics	Technology
Information Technology	Technology
Japanese	LOTE
Media Studies	The Arts
Music	The Arts
Spanish	LOTE
Visual Art	The Arts

Each elective is studied for **two** (2) periods per week per semester, and students must select **three** (3) elective subjects to study in **each semester** of Year 9.

In Year 10, elective lessons will occur **two** (2) periods per week, and students must select **three** (3) elective subjects in each semester; however, for many electives, a full year of study is recommended.

The development of a timetable is a four-stage process:

1. Students complete a '**Subject Preference form**' indicating in *order of preference*, the subjects they wish to study in Year 9.
2. The College develops a '**line structure**' that provides the widest range of elective combinations (within timetabling constraints).
3. '**Subject Allocations**' will occur automatically for those students whose preferences are satisfied by the 'line structure'. Students will be advised in writing about their 'subject allocation'.
4. '**Subject Selection**' will occur for the few students (if any) whose preferences are not completely satisfied by the 'line structure'. This will be achieved via an interview with the Director of Studies.

Choosing Electives

It is important to remember that each student is an individual, and that one student's particular needs and requirements in subject selection will be quite different from those of another.

This means it is **unwise** to either take or avoid a subject because:

- another person says it is good or bad;
- your friends are, or are not, taking it;
- you supposedly like or dislike a teacher;
- you think it is only for boys or only for girls (all subjects have equal value for males and females).

It is **wise** to take a subject because:

- you believe you will enjoy it;
- you expect to do well;
- it is a prerequisite for further study or career;
- it develops skills, knowledge and values useful to you in life.

Consider obtaining a broad and balanced portfolio of subjects. Strengths and interests can change as you mature. Sensible decisions incorporate where possible, a healthy balance across the Key Learning Areas.

Premature specialisation in any one KLA may restrict options in Years 11 and 12. For example, you should avoid combinations such as Visual Art, Drama and Music; or Business Technology, Graphics and Information Technology.

Note: Students contemplating such combinations should make an appointment with the Director of Studies to discuss the issues.

Pre-requisites

Subject choices for Years 9 (and 10) may be influenced by what the student believes he/she may be pursuing in Years 11 and 12. The table below outlines 'recommended' and 'required' Years 9 and 10 subjects for the nine 'elective' offerings currently for Years 11 and 12.

Subject Desired at Years 11 and 12	Corresponding Subject to be Studied at Years 9 and 10
Accounting	Business Technology (recommended)
Art	Art (recommended)
Drama	Drama (recommended)
Film, TV and New Media	Media (recommended)
Graphics	Graphics (required)
Information Processing and Technology	Information Technology (required)
Japanese	Japanese (required)
Music	Music (required)
Spanish	Spanish (required)

Graphics, Information Technology, Japanese, Music, Spanish and Visual Art and are a **must** for those wishing to study these subjects in Years 11 and 12.

For the remaining 'electives', it is **recommended** that students study the related subject in Years 9 and 10 before undertaking the corresponding desired subject in Years 11 and 12. For all other electives in Years 11 and 12, studies in the **Core** subjects in Years 9 and 10 should provide adequate preparation.

Procedure to be followed

1. Carefully read the contents of this handbook.
2. Talk to your parents, teachers and others regarding which are the most appropriate electives to choose.
3. Take the opportunity to ask as many questions as possible. Teachers will not only be able to give advice based on their experience from Year 8 classes, but also will be able to answer questions relating to the elective subjects offered for Years 9 and 10.
4. Complete the **Subject Preference** form.
5. Return the Subject Preference form to the **Director of Studies via Hayley McGregor by Thursday 25 August 2011**. This form can be returned in person, by fax 5573 8695 or via email hmcgregor@ssc.qld.edu.au.

Be Prepared to Ask for Help

Above all, do not be afraid to consult the appropriate Teachers, Subject Coordinators, Heads of Department, Head of Year, Career's Advisor, Director of Studies or the Headmaster. Don't be afraid or too shy to seek their assistance, they are prepared to help throughout the process of Year 9 subject selection.

ENGLISH

English is a compulsory subject for all students in Year 9. In 2012, students in Year 9 will follow the Australian National Curriculum in English.

Overview

This will require students to interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They will experience learning in familiar and unfamiliar contexts, local community, vocational and global contexts.

Students will engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts whose primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Year 9 comprises of Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Students create a range of imaginative, informative and persuasive types of texts, including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Students will study language, literature and literacy in Year 9 in four (4) term units. Possible organising principles will include:

Getting There

This unit is thematic and generally explores how people “get there”. Thematic approaches may include looking at war, survival, sport, adventure; the list is endless. Students through this study will develop a greater understanding of the issues involved and examine human nature and society to explore how literature reflects and constructs our society’s values and beliefs. Students will read novels such as *Tomorrow When the War Began*, *Z for Zachariah* and *the Lord of the Flies*.

Fantastic Film

In this unit, students will explore film. Students will look at the impact of film; film as entertainment, and film as a means of directors’ presenting their world-views on issues. Students will identify the main ideas in the film and analyse them. They will identify the assumptions about audiences that impact on the producer/director’s decisions and will challenge ideological assumptions that underpin the film.

Students will identify and evaluate a range of codes and conventions used in film production. They will be given the opportunity to identify, analyse and challenge the ways in which groups are represented in film texts, and will identify and challenge the ways that the audience is positioned.

Assessment

Assessment in Year 9 will be continuous and can take the form of *Reading and Viewing*, *Writing and Shaping*, and *Speaking and Listening*. All assessment tasks aim to give students a realistic opportunity to perform their understanding in a variety of genres and to a range of audiences.

Students will be expected to draft their work and seek parent, student and teacher input in an attempt to develop their ideas and editing skills. Our Junior English course aims to give students a chance to be creative, to develop their skills, to appreciate how vital it is to be able to communicate successfully in today’s world, and enjoy themselves.

HEALTH AND PHYSICAL EDUCATION (HPE)

Overview

Health and Physical Education will assist students to develop the knowledge, understanding, skills, values and attitudes to lead healthy, productive and satisfying lives. The HPE curriculum will also provide learning opportunities to explore, develop, and master skills in a range of contexts (practical and theoretical) and provide invaluable opportunities for creativity, life-skill exploration, and socialisation within a structured and safe learning environment.

Active engagement in physical activity is a major emphasis in this core subject. This emphasis recognises that participation in vigorous physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time in the subject will be allocated to learning experiences that actively engage students in physical activity.

Students are given the option to select one of the following HPE courses; Specialist or Essential HPE.

Specialist HPE

The Specialist HPE coursework has been designed for students wishing to study Physical Education in Year 11 and 12. Building on the foundations established in earlier years in HPE, the Specialist HPE programme has been designed to encourage a smooth transition of student understanding and skill development through Years 9 and 10 HPE to Senior Physical Education.

Essential HPE

The Essential HPE programme highlights the acquisition of understanding physical activities; as well as the motor skills required for participation in such activities. This is achieved through students' involvement in games, sports and other physical activities through monitoring and evaluating movement sequences and improving strategic awareness.

Note: Changes to courses are probable for 2013 to meet the Australian National Curriculum requirements.

HUMANITIES

Overview

In preparation for the introduction of the National History Curriculum in 2013, Year 9 Humanities students will complete three (3) terms of **History** and one (1) of **Geography** in 2012.

History involves the process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of events that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives, and communicate effectively.

Geography involves the study of human and natural characteristics of places, and the interactions between them. It focuses on where things are and why they are there and considers how humans interact with environments. Geography prepares students by developing in them an informed perspective. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.

Content

Terms One, Two and Three

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

Term Four

In Term Four, students will focus on a geographical study of coastal systems, with particular emphasis on Australian coastlines. Students will gain an understanding of the elements and characteristics of this natural resource, the threats to our coastal areas and the ways in which the resource can be managed to balance competing demands in a sustainable way. Students will undertake a field excursion and will focus on developing skills related to field work.

MATHEMATICS

Mathematics is a compulsory subject for all students in Year 9. In 2012, students in Year 9 will follow the Australian Curriculum.

Overview

Mathematics plays an integral role in the holistic development of the individual enabling them to respond effectively to the demands of a rapidly changing society. Mathematics helps students to be prepared to face these challenges by developing higher order thinking processes so that they can respond appropriately to the challenges of unfamiliar situations, different contexts or even conflicting data or information. It also encourages students to elaborate on their knowledge interpretations through extended communication. Learning mathematics creates opportunities for, and enriches the lives of, all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

In recognition of the existing and future challenges facing today's students the Mathematics Courses at Saint Stephen's College have been designed to actively encourage students to construct knowledge. This is fundamentally different from the traditional emphasis on rote learning and reproducing of knowledge. For students to *construct* knowledge they need to use skills such as organisation, synthesis, interpretation, explanation and evaluation – skills used extensively in adult life. This sort of student enquiry incorporates three important intellectual activities:

1. It draws upon an established knowledge base;
2. It stresses a deep understanding of the problem; and
3. It encourages students to elaborate on their knowledge interpretations through extended communication.

The Mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. This marks a shift in mathematics learning to more abstract ideas. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated. The intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts.

Content Structure

- The Mathematics Course is organised around the interaction of three (3) content strands and four (4) proficiency strands.
- The content strands are ***Number and Algebra, Measurement and Geometry, and Statistics and Probability***. They describe what is to be taught and learnt.
- The proficiency strands are ***Understanding, Fluency, Problem Solving, and Reasoning***. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

For more details, please visit the ACARA website www.acara.edu.au

Content Strands

Together with other key components of the course, already discussed, the language framework of mathematics is also recognised as a critical foundation for student success. It is only through words that meaning can be given to the ideas that are the foundation of clear thinking and Mathematics. Students who understand the meaning behind the words will make meaning of the facts and procedures of mathematics and enhance their success.

Digital technologies will be used to facilitate the expansion of ideas, deeper understanding of concepts and to provide access to new tools for continuing mathematical exploration and invention. The use of technology also teaches students to be creative.

For students who find the mainstream Mathematics Course challenging, there are two (2) alternative courses available. These include:

Intermediate Mathematics

Mathematics is used constantly in everyday life. We use mathematics when we are shopping, using a street directory, painting a house, filling a swimming pool, playing sport etc. In every part of our lives there is a mathematical element. The Intermediate Mathematics stream is designed to reflect these links between real life and mathematics, and to provide the foundations for study of Mathematics A at the Senior Mathematics level.

Intermediate Mathematics is a course of study intended for those students who require a less mathematically rigorous course of study but who still require a level of mathematical knowledge necessary for further formal study at the Senior Mathematics A level and, even more importantly, provide for the achievement of proficiency in those aspects of mathematics needed in a rapidly changing technological society. At the same time, it is hoped that this course will give students an appreciation of mathematics that will encourage them to go on learning and using mathematics. Indeed, the aim of the Intermediate Mathematics course is to deepen students' understanding and appreciation of mathematics, and broaden their experience of an exciting, enjoyable and relevant discipline.

Essential Mathematics

Essential Mathematics is a course of study for students who find mathematical concepts extremely difficult to master. It is designed to reflect the links between real life and mathematics and to provide the foundations for study of Pre-Vocational Mathematics at the Senior Mathematics level. It is a subject intended for those students who require a less rigorous course of study but who still require a level of mathematical proficiency needed for Post-secondary courses such as required by trades or some business courses and the social sciences.

Subject selection for the Intermediate and Essential Mathematics programmes will only be offered to students by teacher recommendation, together with parent consultation.

The intent of the Year 9 Mathematics programmes are to encourage more positive attitudes in students to the study of mathematics by stimulating their interest through a range of approaches including; exploration, investigation, application of knowledge and skills, problem solving and communication. Students are encouraged to mathematically model, to work systematically and logically, to conjecture and to reflect, to justify and communicate, and to develop effective time management skills. These are invaluable life skills regardless of the profession or vocation pursued.

Assessment

Assessment tasks could include:

- Traditional Written examinations
- Practical Investigations
- Oral Tasks
- Written Assignments or Reports
- ICT Tasks

By the end of Year 9 **all** students should:

- appreciate the value of Mathematics and its applications in everyday life;
- know and apply concepts, facts, and procedures associated with number, measurement, space, chance and data, patterns and algebra, and be able to work reliably and accurately;
- be willing to think mathematically to interpret and solve problems and to investigate and explore situations;
- be able to effectively communicate mathematics;
- be confident, show initiative, creativity and be persisted in the face of initial difficulties;
- be **well prepared** for the successful study of Mathematics in Years 11 and 12.

SCIENCE

Science is a compulsory subject for all students in Year 9.

Overview

The Australian Curriculum in Science emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation and application. This requires a context or point of relevance through which students can make sense of the ideas they are learning. Opportunities for student-led open inquiry will also be provided.

The Saint Stephen's College Junior Science Work Programme provides many opportunities for students to develop the valued attributes of life-long learners. As all Australian schools will move towards a National Curriculum in 2013, Saint Stephen's College believe it is important to embrace these changes as soon as possible. Thus, these new statements of learning have been implemented in our work programme for students from Years 7 to 10 in 2012.

Course content for Science covers the main areas of Science Understanding (Biology, Chemistry, Physics and Earth and Space), Science Inquiry Skills and Science as a human endeavour. This provides students with an introduction into these main areas and a taste of the subject material that will be covered further in Year 10, then again in the senior levels.

Year 9 Science is taught primarily through first-hand experiences and has an emphasis on acquiring and practising skills. Projects undertaken throughout the year allow students to practice their research skills and use technology appropriately. Science is also concerned with testing ideas and theories against evidence. Thus, it has a key role to play in developing in students the ability to draw logical, evidence-based conclusions, use problem-solving strategies and accept the provisional nature of scientific explanations.

Assessment

Students have four (4) types of assessment throughout the year:

1. Examinations (one per term worth 60% of the total assessment)
2. Practical Reports (approximately three per term worth 20% of assessment)
3. Field Trip Report (one per year worth 10%)
4. Practical Exam (one per year worth 10%)

BUSINESS TECHNOLOGY

Pre-requisites

Not essential, though **recommended** for Accounting and Economics as basic principles and concepts will flow through to these subjects.

Overview

The purpose of Business Technology is to give students an introduction to, and an awareness of, the activities of business. This subject promotes knowledge, skills, attitudes and values that will enable students to participate as active and informed citizens. Significant matters such as ethics, rights, and social and moral responsibilities are examined. Students will be required to exhibit thinking processes such as problem-solving, flexibility, strategic planning and decision making. They will also be required to gather information about the business world, as well as applying their knowledge in practical and relevant situations.

Content

Business Technology, by its very nature, is a dynamic and constantly evolving subject. The subject content is specifically designed to encompass a wide variety of foundation business concepts while remaining flexible enough to incorporate the continuing developments in the business, economic and technology environments. As a result, students learn to apply their knowledge in 'real world' circumstances which are current and relevant to them. The course is designed to encompass the following major topics:

- The role of Strategic Management
- The role of Marketing
- The role of Human Resource Management
- The role of Financial Accounting
- E-Commerce and Business
- Economics, Business and the Local Economy
- Social Responsibility - Business and the Environment
- Business and Globalisation
- International Business and Cross-Cultural Communications
- International Business and Global Markets
- International Business and Governance in a Global Economy

Assessment

The four (4) areas of *Knowledge and Understanding, Reasoning Process, Practical Application and Communication* will be assessed. Each area will contribute to the final year result. A variety of assessment instruments will be used including short and extended response examinations, supervised assignments, responses to stimulus material and research assignments and projects. An emphasis is placed on assignment work throughout the course in order to develop valuable skills and knowledge of computer technology and its application in the business world.

Year 9 Business Technology Electives

Two units will be covered in this elective

BT1: Managing Business

The business world today is an extremely volatile environment that shows little kindness or tolerance to organisations that are ill-equipped or prepared to compete in a dynamic and ever-changing world. Understanding and knowing how to remain viable and competitive as a business is a challenge all businesses – large and small, local and multinational - are confronted with. Throughout this unit, students will gain an understanding of the complexities and issues of managing business in a local environment. Students will also gain knowledge of key principles and concepts that are crucial to businesses staying viable and competitive in a volatile environment.

BT2: International Business

In today's economy, the world is shrinking and most economic boundaries have now disappeared, while those remaining will continue to diminish. Businesses today will in some way be affected and influenced by globalisation. Companies must understand the intricacies of doing business with other countries – whether the business is conducted in Australia or outside her borders. Culture, language, political systems, geography, and socio-economic factors all influence and shape the way we do business today. Throughout this unit students will gain an understanding of the complexities and issues facing businesses operating and competing in a global environment.

DRAMA

Pre-requisites

It is *preferable* that students undertake Drama in Years 9 and 10 if they plan to continue with Drama studies in their senior years. Although it is *not compulsory*, senior studies will be more achievable with the sound grounding that Junior Drama provides.

Overview

Drama is a unique way for students to blend intellectual and emotional experiences in order to define their identity in the context of their immediate surroundings and of the broader society. Drama offers students a forum for independent social thinking and criticism, and teaches them how to learn to cooperate and coordinate with other people. Most importantly, Drama builds a sense of self confidence and fosters speaking and listening skills in students. The focus of Junior Drama is to allow students to represent various “points of view” and build confidence in front of peers and an audience.

Outline

Semester One	The Elements of Drama and Improvisation (Unit 1) and Fractured Fairy tales (Unit 2)
Semester Two	Theatre for Young People - Collage Drama (Unit 3) and Masked Tragedy (Unit 4)

Assessment

Students will undertake assessment in three (3) dimensions: *Forming-Shaping the Drama*; *Presenting – Showing the Drama*; and *Responding – How was the Drama?* At Junior level, the assessment aims to test students in every aspect of Drama to provide feedback on individual strengths.

Special Equipment and Cost

It is hoped that students will have the opportunity to see suitable professional performances either on the Gold Coast or in Brisbane. The cost of such excursions varies; however, group bookings for students are very reasonable. NB: Parent volunteers for these trips will be appreciated and appropriately rewarded with a ticket.

Possible Careers

- Actor/Model/Teacher
- Public Relations/Customer Service
- Radio/Television Announcer/Producer/Director/Playwright
- Stage Manager/Stage Design/Editing/Sound and Lighting

Year 9 Drama Electives

DRA1: The Elements of Drama and Improvisation/Fractured Fairy tales

Students will explore the Elements of Drama and develop improvisational techniques through practical improvisation and character work. Students begin to develop an awareness of drama as an imaginative exploration of feelings, ideas, stories or events through the enactment of roles. Students will communicate their experiences by taking on roles with student-structured and teacher-provided frameworks. Students will work collaboratively or individually to initiate, improvise, develop, and refine ideas in Drama. In a safe and cooperative environment, students will work with the elements of role, time and space, action, tension and focus, and become increasingly skilled in using techniques of voice, facial expression, gesture and movement to explore a range of roles and situations.

DRA2: Theatre for Young People - Collage Drama/Masked Tragedy

Students will create and devise an original theatrical performance. Students will work collectively, focusing on the conventions of devising, scripting, directing and performing a play. The Elements of Drama will be utilised and explored to ensure the play has dramatic meaning. Students will explore the origins of theatre through ritual and mask focusing on epic tragedies classic tales of woe.

ENGLISH AS A SECOND LANGUAGE (ESL)

Overview

English as a Second Language is a subject which supports English second language students who are integrated into full mainstream courses. Students receive individualised and small group tuition, with an emphasis on the content and editing assistance of set tasks, to develop their English language skills. As most assessment is based on written tasks or essays, special attention is given to writing skills, essay planning and techniques to improve the quality of the students' writing. Students are also given supportive notes to enhance their understanding of English texts, and helped to prepare their set tasks and examinations in English to ensure they refer to the relevant criteria and perform to the best of their ability.

Assessment

Assessment for ESL is based on the National Languages and Literacy Institute of Australia (NLLIA) band scales, which is different to the grading system used in other subjects. ESL tutoring consists of timetabled lessons, while additional optional classes are also conducted outside of school hours. ESL tuition is charged at \$750 per term, which is a figure significantly less than home tutoring services of the same duration and expertise.

GRAPHICS

Pre-requisites

Although the course is not a pre-requisite for Senior Graphics, history has shown that students who study Graphics at a Junior level tend to have an advantage in the Senior courses. There are no pre-requisites required in order for students to study Junior Graphics; however, students must feel at ease in taking measurements and using arithmetic, and must have a strong grasp of Year 8 geometry and a good spatial awareness.

Overview

Graphics is about the visual presentation of technical information. The skills that students will develop in this course include simple sketching, measuring and drawing of two-dimensional floor plans, and three-dimensional modelling. Graphics offers opportunities to both genders and therefore shouldn't be seen as a male dominated area of study.

The three (3) main areas of focus in Graphics involve Business Graphics and the Built Environments. Business Graphics involves logo design, packaging, and marketing. The Built Environment is based on architecture and interior design and Production Graphics has a focus on product design. In line with the move of Graphics and industrial design to Computer Aided Design and Drafting (CAD or CADD), Saint Stephen's College offers a Junior Graphics course based mainly on CAD work, with some manual sketching early in the course.

Assessment

In industry, most people work as part of a team, and most people will encounter a variety of long and short term work projects. One focus for education is to prepare people for the workforce, and so assessment for the course will involve a mixture of group work, individual work, some assignment work and some formal examinations.

Examples of designs drafted may include floor plans for houses, a plan of the College grounds, or a draft design for furniture, jewellery, logo design for a small business even designing and modelling a drink bottle.

Possible Careers

- Technical Drafting
- CAD Work
- Architecture
- Cartographer
- Graphical Design
- Landscaping
- Computer Modelling
- Technology Teacher
- Game Design
- Interior Design
- Engineering
- Builder
- Commercial Artist
- Town Planner
- Technical Illustrator
- Mechanical/Electrical Designer

Year 9 Graphics Electives

GRA1: Digital Design (Graphic Arts)

This course will introduce marketing and the role of a Graphic Artist. Students will explore aspects of design, consultation, research, production, presentation and reproduction as they pertain to corporate identity and promotion of a service or product. The unit will introduce the relevant knowledge and understanding, reasoning and presentation skills to students, while they are involved in the design, development, production and evaluation of a complete business graphics package. The Product Design aspect of the unit focuses on graphical representations of products and is realised as a set of drawings (two-dimensional and three-dimensional modelling) and instructions that may ultimately result in manufacture. While producing drawings students are expected to explore the design, development and evaluation of a product.

GRA2: Architecture and Interior Design

This course will introduce the role of an Architect and Interior Designer. Students will explore techniques in conceptualising projects, drawing standards, and knowledge of terminology, construction methods and materials. Students will gain experience in two-dimensional and three-dimensional modelling using CAD software. Students will produce working drawing and realistic three-dimensional digital models. Through this unit students are expected to gain an insight into how the built environment affects their lives, so that they can make informed decisions regarding effective design reflecting environmental and ergonomic factors.

INFORMATION TECHNOLOGY

Pre-requisites

This subject has several components that will assist with the senior study of Information Processing and Technology (IPT). Future IPT students are *encouraged* to complete Information Technology (IT) in Years 9 and 10 as there is a strong academic component involving problem solving and some logic for solving programming-like issues.

Overview

We live in a world of rapid technological change. Students who have an awareness and mastery of current technology will always have an advantage over other students. More importantly, students who can analyse problems, design solutions, and then use the best technology to implement these solutions, will have a skill that can be used with any technology.

Information Technology allows students to master some of the latest software. It also allows them to master the analytical thinking and communication skills that are needed to complement this technology. The confidence that students gain in working with a variety of technologies will assist them to cope with the change that is certain to be a part of their future.

Assessment

Assessment is both theoretical and practical; however, as this is a very practical subject, both projects and examinations are often of a practical nature. Written reports and oral presentations also occur.

Possible Careers

Many of the careers that this subject will assist with (in four to seven years – by the time the student completes Year 12 or University) do not exist yet; however, it leads to Programming, Multimedia, Desktop Publishing, and Database and Web Graphics careers.

Year 9 IT Electives

IT1: Robotics/Game Making

This unit should appeal to students wishing to explore emerging uses of programmed technology, particularly robots and “intelligent” computers. Planning and logical thinking skills are essential, as students will program such machines themselves. This unit provides grounding for those interested in more advanced programming later. Students will program robotic equipment, both remotely using the Internet and within the classroom. Students will prepare an Expert System to help make decisions on a topic of their choice. Students will learn how computer “bots” converse, and will prepare solutions to problems using a Neural Network. Students will consider the future of independent machines, and compare this to machines found in fiction. Students will also examine the logic behind designing games and what makes a good game. This will extend upon work from Years 7 and 8 Computer Studies and will be an introduction to gaming from a developer’s perspective.

IT2: Animation

This unit should appeal to students with an interest in Multimedia development, students who wish to use computers as a creative outlet or to help market products and services. A good sense of visual design is an asset, but not essential.

Students will practice preparing animated Multimedia assets. These might be used as part of an organisation’s website, or as a standalone “video” production for entertainment or information. Students will learn 2D Digital Animation techniques, culminating in a corporate animation suitable for use on a company website. Students will go on to learn the principles of stop-motion animation, and produce their own entertainment movie as a project.

JAPANESE

This is a year-long course. While Japanese could be taken for only a semester, it is not beneficial if a student wishes to pursue the language in later years.

Pre-requisites

It is *desirable* that students wishing to take Japanese in Year 9 can recognise and can produce the hiragana script. It is also desirable that students have studied Japanese in Year 8 and achieved at least a Sound Achievement.

Why Study Japanese?

Learning a foreign language widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development. For Australia, the countries of the Asian region are of critical importance. Japan is one of our closest neighbours and one of our major trading partners. The Gold Coast is also a popular holiday destination for Japanese tourists and is also attracting a large number of Japanese students wishing to study here. Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese cultural while learning about similarities of modern Australian and Japanese societies.

Saint Stephen's College students will have the opportunity to travel to Japan every two (2) years on short term exchanges and experience Japanese lifestyle through a home stay situation at our sister school in Okayama. Our students also have the opportunity to meet Japanese exchange students on a regular basis. Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese cultural while learning about similarities of modern Australian and Japanese societies.

Course Information

- All lessons are taught with a communicative approach and students are generally immersed in the target language;
- The Japanese language has three scripts: hiragana, katakana and kanji. By the end of Year 9, students should have mastered both hiragana and katakana and will be able to recognise about 50 kanji characters;
- Japanese is a phonetic language which means that pronunciation is easily acquired because of the consistency of sound patterns;
- Japanese has regular structure which assists students in comprehending and composing patterns;
- The study of culture is an integral part of language learning.

Assessment

All four (4) macro skills; *Reading, Writing, Speaking and Listening*, are assessed according to the Japanese syllabus. Generally, there are two (2) examinations per term and there is no assignment component.

Career Paths

Even partial knowledge of a foreign language is desirable for potential employees in any sector, particularly given the global community in which we now live. In the long term, knowledge of Japanese language and culture is advantageous as an additional skill even when not utilised daily. It can be pursued solely at university through Asian Studies or Linguistics; however, it is best combined with other disciplines (Law, Journalism, Education, Business, Medicine and Science).

Possible career paths include:

- Flight Attendant
- Translator/Interpreter
- Government Diplomat
- Tourism Industry/Travel Consultant
- Defence Force/Intelligence
- International Business/Law
- Journalism
- International Trade: Import/Export
- Construction/Mining Sectors
- Teacher

MEDIA STUDIES

Pre-requisites

The Media Studies course is not a pre-requisite for any current Senior subject. Saint Stephen's College offers the senior subject Film, Television and New Media in Years 11 and 12. It is advisable to undertake these units if you wish to study the senior subject in the future. There are numerous career opportunities for students who study media, ranging from public relations and journalism to graphic design, multimedia and work in the film industry.

Overview

Australia leads the world in the development of media studies as a separate subject for secondary school students. In Queensland, Media is one of the five strands of the Years 1 to 10 the Arts Syllabus.

How will Media benefit Students?

Media develops a young person's ability to:

- communicate information and ideas;
- use and explore technology;
- create for a purpose;
- produce for an audience;
- work in teams;
- persevere through to completion;
- be self-directed and self-assured;
- be innovative and entrepreneurial;
- explore new ideas and concepts;
- be critical of what they see, hear or read.

Content - What might you be doing as part of the Media Programme?

- creating newspapers, magazines, videos, websites and radio scripts;
- recording interviews;
- analysing and deconstructing television programs and stereotypes;
- videoing their communities;
- photographing people and objects;
- creating storyboards;
- targeting audiences using music and soundtracks;
- recording voice-overs;
- writing scripts;
- focussing on the history of film;
- analysing important films/film-makers;
- conducting meetings;
- designing brochures and posters;
- advertising media products;
- focussing on elements of Youth Culture;
- experiencing filming techniques;
- constructing characters;
- editing images and sound;
- using computers to design and create;
- researching on the Internet;
- using scanners and digital cameras;
- interpreting words, sounds and images;
- examining the role of media;
- analyse the varying styles in presenting and reporting news on TV, radio and newspaper;
- designing packaging and labels.

Possible Career Path Links

You don't want to be a filmmaker. Why should you do Media?
What students learn in media will help with many jobs:

- creative problem solving;
- communication skills;
- cooperation with others;
- an understanding of visual text and meaning;
- application of ICT technologies;
- critical analysis skills;
- revising and reworking material;
- being sensitive to individual differences;
- being organised, following design briefs;
- visualising ideas and implementing plans;
- meeting deadlines.

Media contributes to career paths in these industries and professions:

- Advertising
- Animation
- Audio Engineering
- Education
- Events Management
- Film Production
- Graphic Design
- Hospitality
- Interior Design
- Journalism
- Lighting
- Make-up Artist
- Multimedia
- Music Recording
- Photography
- Promotions
- Public Relations
- Publishing
- Sales & Marketing
- Scriptwriter
- Stage Design
- Web Design

Year 9 Media Electives

MED1: Film

In this unit, students will critically examine the social and cultural purposes of the teen movie genre, paying particular attention to the representations of teenagers in these films. Students will look at the development of the genre, comparing teen films from the 1950's, 1980's and today, in order to reflect on the changing perspective of the teenager and the teenage audience. Students will complete a critical examination of the way teenagers are represented in film. They will then work towards developing film treatments, scripts and filming an opening scene suitable for the genre.

MED2: Television

This unit explores the way reality is "re-represented" by Reality and Lifestyle TV. Students will become aware of the processes by which information is "constructed" and "digested" and relate the Reality TV genre to the foundations of the media (Technology, Representations, Audiences, Institutions and Languages). Students will be able to critically evaluate media representations and identify techniques used to position audiences, and will then apply this knowledge when examining in detail the related issues of Reality and Lifestyle Television. These include the presence and impact of technology, security, privacy, entertainment value and target demographic, and the manipulation of people and events.

MUSIC

Pre-requisites

Students wishing to undertake the study of Year 9 Music should either be presently learning an instrument/voice or should commence individual tuition at the start of Year 9. Normally, students wishing to study music in Years 11 and 12 will be required to have studied Years 9 and 10 Music. Exceptions may be made in consultation with the Head of Music.

Overview

The study of Music, one of Howard Gardner's multiple intelligences, has been shown to be a powerful tool for developing cognition on a number of levels and in areas as supposedly diverse as spatial-mathematical, kinaesthetic and linguistic. In the Junior Music course (Years 9 and 10) the focus is on the development of musical literacy, audiation and performance skill which will provide students with an effective foundation for lifelong knowledgeable engagement with music, as well as further study at senior level.

Content

Analysing

- develops aural awareness through studying the tonal materials of music, such as intervals, scales and rhythms;
- develops an awareness of the principles of sound design through the study of songs and instrumental compositions of diverse genres and styles;
- develops a sensitivity to one's own place in and contribution to an ensemble, and by extension, to a group of colleagues pursuing a common goal.

Composing

- allows practice of combining musical materials in order to achieve an expressive aim;
- will be prepared by learning to 'think in sound' and instruction in improvisation;
- will incorporate the use of computer software as an extension of the above skills;
- will include deliberate teaching, learning and practicing of musical concepts in order to facilitate a growing ability for creative expression.

Performing

- solo performance skills;
- ensemble performance skills;
- conducting skills;
- rehearsal and directing skills.

Assessment

Students will be assessed on their ability to *deconstruct and analyse music* (through ongoing aural work in class); *Compose* (through written assignments); and *Perform* (through videoed performances) and in-class workshops.

Special Equipment and Costs

It is *desirable* for students to be taking individual instrumental tuition with a suitable music tutor, but is not a definite pre-requisite at this stage. A small fee may be required for workshops, concerts and excursions throughout the year.

Possible Careers

- Teaching
- Film/TV/Commercial Composition
- Instrument Sales
- Copyists/Publishing
- Studio Teaching
- Performer/Session Musician

Year 9 Music Electives

MUS1: The Hearing Eye

In this unit, students will develop musical literacy through singing, playing instruments, listening, improvising and composing. They will develop the ability to recognise, deconstruct and manipulate the Elements of Music in order to communicate their creative and analytical ideas and understand those of others.

MUS2: The Seeing Ear

This unit builds on the foundations laid in Semester One. It is highly recommended that students wishing to develop their audiation skills continue with this subject in the second semester. Musically experienced students may pick the subject up at this point.

SPANISH

Pre-requisites

It is *desirable* that students wishing to take Spanish in Year 10 have a basic knowledge of Spanish and its alphabet. It is also desirable that students have studied Spanish in Year 9 and achieved at least a Sound Level of Achievement.

Overview

Language is the essence of people. If we wish to understand other people and live in a harmonious, multiethnic society, we need to learn to communicate with other nations and identify with their culture. Learning another language not only develops communicative and intercultural competence, it also opens up new perspectives for the learners, widens their horizons and broadens their cognitive and cultural experience.

Reasons to Learn Spanish

- Spanish is the third most spoken language in the world and will overtake English this century.
- Spanish is the official language of 21 countries. It is the most widely spoken European language, and now a de facto second language in the United States, Brazil, and virtually all the smaller states in the Caribbean and Central/South America
- Spanish is one of the six languages of the United Nations Organisation.
- Spanish is the preferred language on the Internet after English.
- Spanish is relatively easy for English speakers to learn (e.g. grammatically straight forward, quite easy to pronounce).
- Hispanic immigration into Australia dates back to the 19th Century. There are more than 100,000 speakers of Spanish living in Australia.
- A significant number of Australian companies have investments or trade with Spanish speaking countries (e.g. BHP, Hoyts & Qantas).
- Several Queensland Universities have significant links with Latin America and Spain and offer an extensive Spanish programme.

Assessment

All four (4) macro skills; *Reading, Writing, Speaking* and *Listening*, are assessed according to the Spanish syllabus. Generally, there are two (2) examinations per term and there is no assignment component.

Possible Careers

In this global world that we now live, communication across nations is crucial and frequent. The means by which we communicate are ever changing and so are our life paths. Even a partial knowledge of a foreign language is desirable for potential employees in any sector. In the long term, knowledge of the Spanish language and culture is advantageous as an additional skill, even when not utilised daily. It can be pursued at university combined with other disciplines such as arts, law, journalism, education, business, medicine and science. Having knowledge of Spanish could only widen the learner's opportunity for future employment and career paths; however, some of the most common paths takes are:

- Flight Attendant/Tourism Industry/Travel Consultant
- Translator/Interpreter
- Government Diplomat/Foreign Affairs
- Defence Force/Intelligence
- International Business/Law
- Journalism/Teacher
- International Trade: Import/Export
- Construction/Mining Sectors

Year 9 Spanish Electives

SPA1 – Spanish (Semester One)

In this unit, students will learn how to ask and say where others live and describe their housing. They will learn how to talk about their daily activities in the home. Students will then learn how to ask people where they went on holidays, how they travelled and what they enjoyed. Grammatically, students will learn more about extended sentences and word families. A focus on past tense enables students to further communicate more about their past experiences. Immediate future tenses are also introduced. A research component allows student to gain further knowledge into ancient civilisations of Spain and Latin America.

SPA2 – Spanish (Semester Two)

In this unit, students will learn how to ask people about their daily routines, talk about exercise and healthy lifestyles, ask for items in a shop or market and describe leisure activities. Grammatically, students will learn to use reflexive verbs and extend their knowledge and range of tenses by applying future tense. They will develop their work on prepositions and commands.

VISUAL ART

Pre-requisites

Students wanting to further their Visual Art studies in Senior are required to have undertaken Visual Art in Year 10 to equip them with the relevant skills and experience essential for the course requirements in Year 11 & 12.

Overview

Visual Art supports social, intellectual, physical, aesthetic, spiritual and emotional development. The study of Visual Art enhances students' creative thinking, problem-solving skills, questioning and interpreting skills and helps them with the expression of ideas. Visual Art provides opportunities for students to apply a variety of image making approaches to express thoughts, feelings, ideas and beliefs. Students develop self-confidence, social and personal skills whilst exploring a personal aesthetic and style in their individual responses to concepts.

Students gain experience in generating and developing ideas, using a variety of skills and techniques to experiment, problem solve and invent visual responses and images. Students learn to reflect upon their own artwork and the work of others whilst developing skills to analyse and appraise art from a diverse range of cultural, social and environmental contexts. Content includes Painting; Drawing; Ceramics; Mixed Media; Sculpture; Mixed Media and Printmaking.

Assessment

Students will be assessed on both their practical work and Visual Diaries at the end of each Unit. They will also be required to appraise their own and other artists' works, and research periods in Art History as part of their theoretical assessment.

Special Equipment and Costs

Students may have the opportunity to view suitable exhibitions or experience workshops either on the Gold Coast or in Brisbane, and the cost of such excursions would vary accordingly. Most equipment will be supplied; some may need to be purchased by the student depending on their individual objectives.

Possible Careers

- Fine Artist/Cartoonist
- Graphic Designer
- Illustrator/Animator
- Art Gallery Curator
- Teacher/Lecturer
- Set/Stage Designer
- Interior Designer
- Visual Merchandiser
- Fashion Designer
- Photographer/Jeweller
- Art Director
- Art Education Officer

Students are required to keep a Visual Diary which contains their ideas, notes on work in progress, difficulties that occur in production and how they were overcome and any theory work undertaken. The use of a Visual Diary in Junior Art means students will be familiar with the format and requirements of Senior Art – where the Visual Diary is submitted along with art works as part of their final result.

Year 9 Visual Art Electives

ART1: Painting

This course enables students to learn and participate in a variety of two-dimensional image making approaches in abstract and realistic painting. Students will learn the fundamental and theory practice of using acrylic and watercolour paint with a range of techniques, skills and concepts. Students become familiar with the history of painting from the Renaissance to Postmodern and Contemporary Art to gain a developed understanding of the many diverse approaches in the way that artists have created their own work.

ART2: Ceramics

This course enables students to learn and participate in a variety of three-dimensional image making approaches in Ceramics. Students will learn the fundamentals and theory practice of using clay, glazes, basic kiln design, in order to create a range of Ceramic objects. Students become familiar with the history of ceramics to gain a developed understanding of the many diverse approaches in the way that society has created functional and non-functional ceramic objects throughout history.

CONCLUSION

Within staffing and timetabling constraints, the widest possible range of subject offerings has been made available to students of Year 9 in 2012.

Where students have made what are deemed to be sensible decisions about elective subject choice, the College will make every attempt to place those students in their preferred subjects.

Where decisions are considered to be not sensible or ill-informed, counselling sessions will be arranged with a view to negotiating an appropriate selection change.

Selections should be considered carefully. Whilst there is some latitude for subject change; **students should consider their subject decisions to be binding.** Overall, please take the time to discuss the information in this handbook and follow the procedure as outlined.